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ABSTRACT

A study was conducted at William Rainey Harper College (WRHC) to develop a profile of students attending the college's new Northeast Center and to compare these students with those attending classes at the old Hawthorne Center and the college's main campus. Surveys were mailed to 103 degree credit students and 97 continuing education students attending the Hawthorne Center in 1981 and to 114 degree credit students and 86 continuing education students attending the Northeast Center in 1982. Study findings, based on responses from 76% of the Hawthorne Center students and 81% of the Northeast Center students, included the following: (1) degree credit students attending the two centers, while the same age as their counterparts on the main campus, were less likely to be single and to have transfer plans, and were more likely to be new students, to be part-time students, to have prior college experience, and to be employed full-time; (2) 41% of the degree center students who attended the centers first heard about WRHC through the semester schedule mailed to their household, while only 10% of the students attending the main campus first heard about the school in this way; (3) students attending the two centers were more likely to live farther away from their classes than were students attending the main campus; and (4) for Northeast Center students, place of residence was more relevant to attending the center than location of employment. The survey instrument and detailed data tables are included. (Author/HB)

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CHARACTERISTICS OF STUDENTS ATTENDING THE HAWTHORNE AND NORTHEAST CENTERS

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ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO DESCRIBE THE PROFILE OF STUDENTS ATTENDING CLASSES AT THE NORTHEAST CENTER (NEC) AND COMPARE THEM WITH STUDENTS WHO PREVIOUSLY ATTENDED AT THE HAWTHORNE CENTER OR STUDENTS ATTENDING CLASSES AT THE MAIN CAMPUS. SURVEYS WERE MAILED TO HAWTHORNE STUDENTS ENROLLED IN THE FALL OF 1981 AND TO NEC STUDENTS WHO WERE ENROLLED IN THE FALL OF 1982. RESPONSE RATES VARIED AMONG THE SAMPLES FROM 75 TO 82 PERCENT. RESULTS FROM THE SURVEYS AND STUDENT DATA FILES PROVIDED THE FOLLOWING INDICATIONS.

IN MANY WAYS STUDENTS WHO ATTENDED HAWTHORNE WERE SIMILAR TO STUDENTS NOW ATTENDING NEC BUT DIFFERED FROM STUDENTS ATTENDING THE MAIN CAMPUS. IT WAS ALSO EVIDENT THAT DEGREE CREDIT AND CONTINUING EDUCATION STUDENTS DIFFERED SUBSTANTIALLY AND MUST BE CONSIDERED SEPARATELY.

DEGREE CREDIT STUDENTS ATTENDING THE CENTERS, WHILE THE SAME AGE AS THEIR COUNTERPARTS ON THE MAIN CAMPUS, WERE LESS LIKELY TO BE SINGLE, MORE LIKELY TO BE NEW STUDENTS, MORE LIKELY TO BE PART-TIME STUDENTS, MORE LIKELY TO HAVE PRIOR COLLEGE EXPERIENCE, MORE LIKELY TO BE EMPLOYED FULL TIME BUT AT LOWER SKILLED JOBS, WERE LESS LIKELY TO HAVE TRANSFER PLANS AND LESS LIKELY TO BE SEARCHING FOR A FIELD. INTERESTINGLY, STUDENTS ATTENDING THE CENTERS WERE MORE LIKELY TO LIVE FARTHER AWAY THAN STUDENTS ATTENDING THE MAIN CAMPUS. IT WAS VERY EVIDENT THAT THE SEMESTER SCHEDULE MAILED TO HOMES WAS VERY IMPORTANT AS THE MEANS WHEREBY STUDENTS FIRST HEARD ABOUT NEC. WORD OF MOUTH AND PRESENCE OF THE FACILITY ARE NOT YET EFFECTIVE FACTORS. THIS ALSO HELD FOR CONTINUING EDUCATION STUDENTS. THERE SEEMED TO BE NO EVIDENCE THAT AS OF FALL OF 1982 STUDENTS WERE MORE APT TO ATTEND NEC BECAUSE OF A POSITIVE PREFERENCE FOR CONVENIENCE THAN WERE STUDENTS ATTENDING THE HAWTHORNE CENTER. NORTHEAST CENTER DEGREE CREDIT STUDENTS DID DIFFER FROM HAWTHORNE STUDENTS IN THAT THEY HAD MORE PREVIOUS COLLEGE EXPERIENCE, WERE WORKING AT LOWER SKILLED JOBS, WERE MORE TRANSFER ORIENTED AND WERE LESS LIKELY TO BE SEARCHING FOR A FIELD.

FOR CONTINUING EDUCATION STUDENTS THERE DID SEEM TO BE CONVINCING EVIDENCE THAT STUDENTS WERE MORE LIKELY TO ATTEND THE NEC BECAUSE OF THE CONVENIENCE FACTOR RATHER THAN BECAUSE OF OVERFLOW SCHEDULING. IT WAS ALSO EVIDENT THAT FOR ALL STUDENTS AT NEC, THEIR PLACE OF RESIDENCE WAS MUCH MORE RELEVANT TO THEIR ATTENDING NEC THAN WAS LOCATION OF EMPLOYMENT.

TABLE OF CONTENTS

		Page
I.	Purpose.	1
II.	Population Surveyed.	1
III.	Methodology.	1
IV.	Discussion of Results.	2-5
V.	Major Conclusions.	5
VI.	Detailed Results	
	A. Demographic Factors	6-11
	B. Family Information.	12-13
	C. Establishing a relationship with Harper	14-17
	D. Student Goals	18-20
	E. Evaluation.	21-22
	F. Fall 1982 Enrollment.	23
VII.	Appendix	
	A. Hawthorne Student Characteristics Questionnaire	
	B. Northeast Center Student Characteristics Questionnaire	

Purpose

The purpose of this survey was to describe the profile of students attending the new Northeast Center (NEC). (Not included in the survey were ESL students.) Another purpose of the study was to compare profiles of students attending NEC with profiles of students who attended classes at the old Hawthorne Center and those who attend at the main campus. The study was requested by the staff at the Northeast Center.

Population Surveyed

Serial sampling was conducted among non-ESL degree credit and continuing education student populations during the fall of 1981 at the old Hawthorne Center and during the fall of 1982 at the new Northeast Center. The total numbers sampled and the return rates achieved after follow-up procedures were completed are shown in the table below:

Sampling and Response Rates

	Hawthorne Center				Northeast Center			
	Degree Cr. Students		Continuing Ed. Students		Degree Cr. Students		Continuing Ed. Students	
	N	PCT	N	PCT	N	PCT	N	PCT
Mail Responses	48	46.6	44	45.4	64	56.2	39	45.3
Phone Responses	31	30.1	29	29.9	29	25.4	31	36.1
Total	79	76.7	73	75.3	93	81.6	70	81.4
Non-Forwardables	5	4.9	5	5.1	2	1.8	0	0
Unable to Reach	15	14.5	13	13.4	16	14.0	11	12.8
Refused to Answer	4	3.9	6	6.2	3	2.6	5	5.8
Total	24	23.3	24	24.7	21	18.4	16	18.6
Total	103	100.0	97	100.0	114	100.0	86	100.0

It can be seen that on all samples 75 percent or more of students polled responded which insures the data collected will be representative of all the students attending classes at these centers.

Methodology

The surveys in the appendix were developed jointly by the staff at the NEC and the Office of Planning and Institutional Research. The survey of students attending the Hawthorne Center was mailed to their homes August 7, 1982, and those not responding were mailed a second survey 3½ weeks later. Over the next six months those still not responding were telephoned and information was obtained over the telephone. For the NEC survey, the selected students received their questionnaire in the mail some time after December 6, 1982. One month later a second mailing was made to the non-respondents. Those still not responding were surveyed over the telephone in the next two-month period. Additional information was gathered from student files and data obtained in this study was compared to earlier student characteristic studies conducted among those attending classes at the main campus.

Discussion of Results

In order to provide a perspective for this study it should be pointed out that the total enrollment at Northeast Center for fall 1982 was 455 FTE which represented almost five percent of the overall enrollment at Harper. Moreover, the ESL portion which was not included in the study represented 30½ percent of the enrollment at Northeast Center.

The first examination of the student profile considered basic demographic data. At the Northeast Center 46 percent of the degree credit enrollment was male while about 36 percent of the continuing education enrollment was male. This is very close to the overall campus profile. For some reason, the degree credit sample at Hawthorne contained only 30 percent male and it is unclear why this would be so.

Marital status is quite different among the degree credit students at these two off-campus centers. Only 42½ percent of the degree credit students at Hawthorne and Northeast Center are single while the all-college average is 60 percent single. This difference is not caused by age differences as the average age of degree credit students at both of these centers and at the main campus is between 26 and 27.

However, when considering continuing education students the marital status is the same at all locations (about 25 percent single). Age, however, is different. Continuing education students attending Hawthorne and Northeast Center tend to be older (average age 39) than continuing education students attending the main campus (average age 35).

Some 41 percent of the degree credit students at the two off-campus centers are new as compared to only 32 percent at the main campus. Also among these same students, 16 percent of the students at the two centers were full-time students while 33 percent at the main campus attend full time. Among continuing education students some 60 percent of those at Hawthorne and Northeast Center were new. No comparable figures are available for continuing education students at the main campus.

Location of residence and employment were of key interest in the survey. It was hypothesized that Northeast Center would have more students attending because of convenience and not because of overflow scheduling. Among degree credit students, 35 percent of the Hawthorne students attended that center only while at Northeast Center, 54 percent said they attended that center only. All the others attended both the center and the main campus or at multiple centers. In terms of distance, the average student at both Hawthorne and Northeast Center lived 6-3/4 miles away while a study made in 1974 had indicated the average on-campus student lived only 5.2 miles away. About 92 percent of both Hawthorne and Northeast Center degree-credit students lived in-district and this is comparable to the all-college average. When asked what factor most convinced them to attend the centers, 36 percent at Hawthorne mentioned convenience while only 26 percent at Northeast Center mentioned this factor. With these mixed messages, (54 percent Northeast Center students attend one campus only, but only 26 percent mentioned convenience and students from both centers live the same distance away) there seems to be no conclusive evidence that students in fall of 1982 were more likely to attend Northeast Center because of the convenience factor. In a question asked of only the Northeast Center students, only 17½ percent said their employment was closer than their residence. For the Northeast Center therefore, residence is much more of a factor at this time than place of employment.

However, when examining responses of continuing education students, there did seem to be some evidence that Northeast Center was drawing more students because of the convenience factor. On the question of attending multiple locations, the centers were even as 77½ percent attended each center only during that semester. However, students lived closer to Northeast Center (5.1 miles) than they did to Hawthorne (5.8 miles). This is also reflected in the fact that only 81 percent of the Hawthorne students lived in-district while 97 percent of the Northeast Center students lived in-district. Moreover, 30 percent of the Northeast Center students said convenience was the factor that most convinced them to attend the center while only 16 percent at Hawthorne said this. As with degree credit students, only 13 percent of the continuing education students at Northeast Center said their employment was closer than their residence. Thus, again for these students, residence is much more of a factor than location of employment.

Degree credit students at Northeast Center seemed to have a little more pre-Harper College education (52 percent have some college and 13 percent a bachelor degree) than did students at Hawthorne (46 percent have some college and 10 percent a bachelor degree) or students on the main campus (38 percent have some college and 11 percent have a bachelor degree). However, among continuing education students there is little difference in the college backgrounds of students attending the various centers or main campus at Harper. About two-thirds have previously attended some college and one-third have already attained a bachelors degree.

As to race, there is almost no difference between the centers and the main campus. About 96 percent of the degree credit students are white and 91 percent of the continuing education students are white. There was one exception in that for some reason only two-thirds of the Hawthorne continuing education students in the sample were white which was drastically different from all the other groups.

In terms of income, Northeast Center and main campus students earned very similar incomes (1981, $20,500 degree credit and 1981, $28,000 continuing education). Hawthorne students, on the other hand, earned almost $3,000 more per year. Degree credit students at the two centers are more likely to be employed full time (74%) than students at the main campus (60%). They are also more apt to be employed in semi-professional jobs (31½ percent versus 23 percent). In addition, Northeast Center students are more likely to be employed in semi-skilled jobs than those in the other two groups. Among continuing education students, there is little difference in employment trends as about three-fourths of all the groups work full time. Northeast Center continuing education students did seem more apt to hold professional jobs.

The next set of questions asked how students first heard about Harper, what most convinced them to attend Harper, and what was their best source of information about Harper. It was evident that the semester schedule mailed to the households is very important in first acquainting potential students with these centers. For example, 41 percent of the degree credit students who attended both centers first heard about Harper through the semester schedule while only 10 percent of students at the main campus first hear of Harper this way. The semester schedule was even more important this last fall for Northeast Center continuing education students as 56 percent

first heard of Harper this way as opposed to 26 percent at Hawthorne and 10 percent for the main campus. Because Northeast Center is so new, recommendations from friends and relatives are not much of a factor yet as was the case for Hawthorne and the main campus.

The three principal reasons why degree-credit students chose to attend one of the centers was convenience, the course they wanted was offered and it was the only location where they could get the course at the desired time. This differed somewhat from main-campus students whose parents and relatives most convinced them to attend. Among continuing education students, the principal reasons for attending Harper were the same for both Northeast Center and main-campus students; specific courses available, convenience and the semester schedule received in the mail. The reasons given by Hawthorne students were not exactly the same but were similar.

For all students at the centers, the College catalog, semester schedule, and brochures were the most important source for information about Harper. In addition, for degree credit students, other students were an important source of information.

Students were then asked to describe their goals both while attending Harper and after leaving. About one-third of the Northeast Center degree credit students were enrolling at Harper to major in a baccalaureate oriented program while another third were enrolling in a specific career program, and only 11½ percent were searching for a field. The goals of degree credit main campus students were similar but a higher proportion were searching for a field. Hawthorne students differed from Northeast Center students as fewer were enrolled for baccalaureate oriented programs. Among continuing education students, 73 percent at Northeast Center were enrolled for general interest only and this was a much higher percent than indicated by Hawthorne or main campus continuing education students. About 61 percent of all degree credit students at all locations were intending to stay at Harper at least two years. Similarly, about one-third of all continuing education students plan to stay at Harper at least two years.

Degree plans were also similar for all groups. Among degree credit students at all locations, about 81 percent planned to get at least an associate degree. Among continuing education, 36 percent of the Northeast Center and main campus students plan to complete at least an associate degree, but only 24 percent of the Hawthorne students had such plans.

When examining degree students' plans after leaving Harper, the most frequently cited goals for all groups were to transfer, to continue on the same job, and to obtain a new job. Students at the main campus were the most likely to plan to transfer while Hawthorne students were the most likely to continue with the same job. For continuing education students, the most cited plans were to continue to work on the same job or to plan to continue attending Harper indefinitely.

Northeast Center students were asked to evaluate the facilities, parking, and child care services. Cleanliness was rated as the best attribute of the facilities with space in classroom rated second. Vending machines were the only aspect of the facilities rated less than adequate. Amazingly, 96 percent of the degree credit students reported never having any trouble finding a parking space near the building. However, among continuing education students, only 71 percent said they never had any parking problems.

Close to 98 percent of the sample chosen said they had no need for child care services so it was impossible to draw any conclusions about these services.

Major Conclusions

In many ways students who attended Hawthorne were similar to students now attending NEC but differed from students attending the main campus. It was also evident that degree credit and continuing education students differed substantially and must be considered separately.

Degree credit students attending the centers, while the same age as their counterparts on the main campus, were less likely to be single, more likely to be new students, more likely to be part-time students, more likely to have prior college experience, more likely to be employed full time but at lower skilled jobs, were less likely to have transfer plans and less likely to be searching for a field. Interestingly, students attending the centers were more likely to live farther away than students attending the main campus. It was very evident that the semester schedule mailed to homes was very important as the means whereby students first heard about Northeast Center. Word of mouth and presence of the facility are not yet effective factors. This also held for continuing education students. There seemed to be no evidence that as of fall of 1982 students were more apt to attend NEC because of a positive preference for convenience than were students attending the Hawthorne Center. Northeast Center degree credit students did differ from Hawthorne students in that they had more previous college experience, were working at lower skilled jobs, were more transfer oriented and were less likely to be searching for a field.

For continuing education students there did seem to be convincing evidence that students were more likely to attend the NEC because of the convenience factor rather than because of overflow scheduling. It was also evident that for all students at NEC, their place of residence was much more relevant to their attending Northeast Center than was location of employment.

CHARACTERISTICS OF STUDENTS ATTENDING CENTER IN NORTHEAST PORTION OF DISTRICT

Demographic Factors	Hawthorne Center Fall 1981 Degree Credit N	PCT	Hawthorne Center Fall 1981 Continuing Education N	PCT	Northeast Center Fall 1982 Degree Credit N	PCT	Northeast Center Fall 1982 Continuing Education N	PCT
Sex								
Male	24	30.4	26	35.6	43	46.2	25	35.7
Female	55	69.6	47	64.4	50	53.8	45	64.3
Marital Status								
Single	33	41.8	15	20.8	40	43.5	22	31.4
Married	37	46.8	49	68.1	42	45.6	44	62.8
Divorced	8	10.1	6	8.3	7	7.6	2	2.9
Widow or Widower	1	1.3	2	2.8	3	3.3	2	2.9
Age								
17	1	1.3	0	0	0	0	2	2.9
18	1	1.2	0	0	2	2.1	0	0
19	5	6.3	2	2.7	9	9.7	2	2.9
20	3	3.8	1	1.4	5	5.4	2	3.0
21	10	12.7	6	8.2	5	5.4	2	2.9
22-25	15	19.0	1	1.4	22	23.6	10	14.7
26-30	16	20.2	9	12.3	19	20.4	12	17.7
31-35	10	12.7	11	15.1	8	8.6	6	8.8
36-40	9	11.4	11	15.1	9	9.7	12	17.7
41-45	4	5.0	9	12.3	6	6.5	2	2.9
46-55	4	5.1	11	15.1	6	6.4	9	13.2
56-65	1	1.3	8	10.9	2	2.2	5	7.4
Over 65	0	0	4	5.5	0	0	4	5.9
Average Age	29.2		40.4		29.6		36.8	
Median Age	27.1		38.7		26.6		34.3	
Student Status								
New	41	39.8	55	56.7	39	41.9	43	62.3
Continuing	62	60.2	42	43.3	54	58.1	26	37.7

CHARACTERISTICS OF STUDENTS ATTENDING CENTER IN NORTHEAST PORTION OF DISTRICT

	Hawthorne Center Fall 1981				Northeast Center Fall 1982			
	Degree Credit		Continuing Education		Degree Credit		Continuing Education	
Demographic Factors (cont'd)	N	PCT	N	PCT	N	PCT	N	PCT
Student Status								
Full Time	12	15.2	0	0	16	17.2	2	2.9
Part Time	67	84.8	73	100.0	77	82.8	68	97.1
Location of Classes								
That Center Only	28	35.4	57	78.1	50	53.8	54	77.2
That Center and the Main Campus	50	63.3	10	13.7	40	43.0	14.5	20.7
That Center and Another Location	1	1.3	6	8.2	3	3.2	1.5	2.1
Present Full Time Occupation								
Managerial	6	7.7	9	13.0	7	7.7	6	8.6
Professional	6	7.7	4.5	6.5	5	5.5	10.5	15.0
Sales - Professional	5	6.4	10	14.5	6	6.6	7	10.0
Semi-Professional or Technical	25	32.1	9	13.1	28	30.7	17.5	25.0
Semi-Skilled	7	9.0	10	14.5	14	15.4	9	12.8
Skilled Trades	2	2.6	0	0	1	1.1	1	1.4
Small Business Owner	0	0	2.5	3.6	0	0	1	1.4
Supervisor or Public Official	3	3.8	1	1.5	4	4.4	2	2.9
Unskilled	3	3.8	2	2.9	3	3.3	3	4.3
Student not employed full time	12	15.4	1	1.4	13	14.3	4	5.7
Homemaker and Student	9	11.5	20	29.0	10	11.0	9	12.9

CHARACTERISTICS OF STUDENTS ATTENDING CENTER IN NORTHEAST PORTION OF DISTRICT

Demographic Factors (cont'd)	Hawthorne Center Fall 1981 Degree Credit N	Degree Credit PCT	Continuing Education N	Continuing Education PCT	Northeast Center Fall 1982 Degree Credit N	Degree Credit PCT	Continuing Education N	Continuing Education PCT
Highest Educational Level Attained Prior to Harper								
Less than high school graduate	0	0	7	9.7	0	0	9	13.2
High school graduate	40	50.6	21	29.2	42	45.6	12	17.6
GED equivalency diploma	3	3.8	0	0	2	2.2	2	2.9
Technical or Business school graduate	0	0	2	2.8	2	2.2	1	1.5
Some College	21	26.6	13	18.0	25	27.2	18	26.5
Associate Degree	2	2.5	4	5.6	5	5.4	1	1.5
Some hours beyond Associate Degree	3	3.8	0	0	2	2.2	1	1.5
Three year Nursing Degree	2	2.5	0	0	2	2.2	1	1.5
Bachelors Degree	8	10.1	16	22.2	11	11.9	18	26.5
Masters Degree	0	0	7	9.7	1	1.1	5	7.3
Doctorate	0	0	2	2.8	0	0	0	0
Primary Ethnic Background								
White	73	98.6	47	67.2	87	95.6	61	92.4
Asian	1	1.4	11	15.7	1	1.1	0	0
Hispanic	0	0	7	10.0	3	3.3	2	3.1
American Indian	0	0	5	7.1	0	0	2	3.0
Black	0	0	0	0	0	0	1	1.5

CHARACTERISTICS OF STUDENTS ATTENDING CENTER IN NORTHEAST PORTION OF DISTRICT

Demographic Factors (cont'd)	Hawthorne Center Fall 1981 Degree Credit N	Hawthorne Center Fall 1981 Degree Credit PCT	Hawthorne Center Fall 1981 Continuing Education N	Hawthorne Center Fall 1981 Continuing Education PCT	Northeast Center Fall 1982 Degree Credit N	Northeast Center Fall 1982 Degree Credit PCT	Northeast Center Fall 1982 Continuing Education N	Northeast Center Fall 1982 Continuing Education PCT
Income								
Less than $5000	8	11.4	2	3.3	14	16.5	2	3.6
$ 5,000 - $ 6,999	1	1.4	0	0	2	2.4	1	1.8
$ 7,000 - $ 8,999	3	4.3	1	1.7	2	2.3	2	3.6
$ 9,000 - $ 9,999	1	1.4	1	1.7	2	2.4	1	1.8
$10,000 - $11,999	4	5.7	5	8.3	3	3.5	1	1.8
$12,000 - $14,999	8	11.4	6	10.0	8	9.4	3	5.3
$15,000 - $19,999	8	11.4	6	10.0	13	15.3	11	19.6
$20,000 - $24,999	7	10.0	9	15.0	13	15.3	4	7.1
$25,000 - $29,999	11	15.7	6	10.0	5	5.9	9	16.1
$30,000 - $34,999	5	7.2	4	6.6	8	9.4	6	10.7
$35,000 - $39,999	7	10.0	3	5.0	7	8.2	2	3.6
$40,000 - $49,999	2	2.9	6	10.0	7	8.2	7	12.5
$50,000 - $59,999	3	4.3	6	10.0	1	1.2	3	5.3
$60,000 - $69,999	2	2.9	1	1.7	0	0	2	3.6
$70,000 and over	0	0	4	6.7	0	0	2	3.6
Mean Income	$23,221		$30,658		$20,941		$29,446	
Median Income	$21,785		$25,416		$19,615		$26,944	

CHARACTERISTICS OF STUDENTS ATTENDING CENTER IN NORTHEAST PORTION OF DISTRICT

Demographic Factors (cont'd)	Hawthorne Center Fall 1981 Degree Credit N	Hawthorne Center Fall 1981 Degree Credit PCT	Hawthorne Center Fall 1981 Continuing Education N	Hawthorne Center Fall 1981 Continuing Education PCT	Northeast Center Fall 1982 Degree Credit N	Northeast Center Fall 1982 Degree Credit PCT	Northeast Center Fall 1982 Continuing Education N	Northeast Center Fall 1982 Continuing Education PCT
Distance from home to center								
Less than one mile away	12	15.2	11	15.1	11	11.8	11	15.9
1 - 2 miles	12	15.2	12	16.4	9	9.7	6	8.7
2 - 3 miles	6	7.6	4	5.5	8	8.6	8	11.6
3 - 4 miles	7	8.9	6	8.2	5	5.4	7	10.2
4 - 5 miles	4	5.1	8	11.0	8	8.6	10	14.5
5 - 7 miles	4	5.0	8	11.0	15	16.1	11	15.9
7 -10 miles	13	16.4	12	16.4	15	16.1	7	10.2
10 -15 miles	11	13.9	6	8.2	12	12.9	7	10.1
Over 15 miles away	10	12.7	6	8.2	10	10.8	2	2.9
Average distance in miles	6.7		5.8		6.8		5.1	
Location of residence and employment with relationship to Center								
Employment is closer to center than residence	--		--		16	17.6	8.5	12.9
Both are the same distance away	--		--		22	24.2	11	16.7
Residence is closer to Center than employment	--		--		36	39.5	33.5	50.7
Not employed	--		--		17	18.7	13	19.7
College district in which residence lies								
Harper College	71	89.9	59	80.8	88	94.6	67	97.1
Oakton Community College	1	1.3	7	9.6	2	2.1	1	1.4
College of Lake County	1	1.2	1	1.4	1	1.1	1	1.5
Elgin Community College	1	1.3	0	0	1	1.1	0	0
Triton Community College	0	0	0	0	1	1.1	0	0

CHARACTERISTICS OF STUDENTS ATTENDING CENTER IN NORTHEAST PORTION OF DISTRICT

Demographic Factors (cont'd)	Hawthorne Center Fall 1981 Degree Credit N	Hawthorne Center Fall 1981 Degree Credit PCT	Hawthorne Center Fall 1981 Continuing Education N	Hawthorne Center Fall 1981 Continuing Education PCT	Northeast Center Fall 1982 Degree Credit N	Northeast Center Fall 1982 Degree Credit PCT	Northeast Center Fall 1982 Continuing Education N	Northeast Center Fall 1982 Continuing Education PCT
College District (cont'd)								
College of DuPage	2	2.5	3	4.1	0	0	0	0
McHenry Community College	1	1.3	1	1.4	0	0	0	0
Evanston High School	0	0	2	2.7	0	0	0	0
Chicago City Colleges	1	1.2	0	0	0	0	0	0
Kishwaukee Community College	1	1.3	0	0	0	0	0	0
New or Continuing Status								
First Semester at Harper	41	39.8	55	56.7	39	41.9	43	62.3
Have previously attended Harper	62	60.2	42	43.3	54	58.1	26	37.7

CHARACTERISTICS OF STUDENTS ATTENDING CENTER IN NORTHEAST PORTION OF DISTRICT

	Hawthorne Center Fall 1981				Northeast Center Fall 1982			
	Degree Credit		Continuing Education		Degree Credit		Continuing Education	
Family Information	N	PCT	N	PCT	N	PCT	N	PCT
Language Most Used at Home								
English	79	100.0	57	78.1	89	96.7	66½	96.4
Spanish	0	0	5½	7.5	0	0	2	2.9
Japanese	0	0	5½	7.5	0	0	0	0
Vietnamese-Cambodian-Thai-Laotian	0	0	2	2.7	0	0	0	0
Chinese	0	0	1	1.4	1	1.1	0	0
Korean	0	0	½	.7	0	0	0	0
Romanian	0	0	½	.7	0	0	0	0
A Scandanavian Language	0	0	½	.7	0	0	0	0
An American Indian Language	0	0	½	.7	0	0	0	0
Hindu	0	0	0	0	1	1.1	0	0
Portuguese	0	0	0	0	1	1.1	0	0
Italian	0	0	0	0	0	0	½	.7
Children Situation								
Have no children	46	58.2	23	31.5	55	59.8	32	47.1
Have pre-schoolers at home	14	17.7	6	8.2	13	14.1	5	7.4
Have school-age children at home	13	16.5	24	32.9	21	22.8	17	25.0
Have post high school children at home	9	11.4	9	12.3	7	7.6	9	13.2
Have children who have left home	5	6.3	20	27.4	8	8.7	17	25.0
Financial Independence								
Independent - Live away from parents	52	69.3	55	88.7	61	70.9	45	76.3
Independent - Live with parents	14	18.7	5	8.1	8	9.3	8	13.5
Dependent on parents	9	12.0	2	3.2	17	19.8	6	10.2

CHARACTERISTICS OF STUDENTS ATTENDING CENTER IN NORTHEAST PORTION OF DISTRICT

	Hawthorne Center Fall 1981				Northeast Center Fall 1982			
	Degree Credit		Continuing Education		Degree Credit		Continuing Education	
Family Information (cont'd)	N	PCT	N	PCT	N	PCT	N	PCT
Income of parents of dependent students								
Number reporting income	3		0		11		2	
Median Income	$37,500		-		$32,500		$19,000	
Mean Income	$51,250		-		$29,045		$19,250	

CHARACTERISTICS OF STUDENTS ATTENDING CENTER IN NORTHEAST PORTION OF DISTRICT

Establishing a relationship with Harper - How student first heard about center	Hawthorne Center Fall 1981 Degree Credit N	PCT	Hawthorne Center Fall 1981 Continuing Education N	PCT	Northeast Center Fall 1982 Degree Credit N	PCT	Northeast Center Fall 1982 Continuing Education N	PCT
Semester schedule received in mail	31	39.2	18.25	25.7	40	43.0	38.33	55.6
Saw center or live close	10.5	13.3	1.5	2.1	2.83	3.0	5.5	8.0
When they registered	10	12.6	1	1.4	17	18.3	3	43
Specific course desired was at center	9	11.4	15.25	21.5	17	18.3	4.83	7.0
Newspaper article or advertising	5	6.3	5.5	7.8	2.5	2.7	2	2.9
Brochure or letter received in mail	4	5.1	.75	1.1	3.33	3.6	6	8.7
Parents, friends, or relatives	2.5	3.2	21.75	30.6	6.5	7.0	5.33	7.7
Harper counselor or faculty	2	2.5	2	2.8	1.5	1.6	3	4.3
Literature at the high school	1	1.3	0	0	0	0	0	0

CHARACTERISTICS OF STUDENTS ATTENDING CENTER IN NORTHEAST PORTION OF DISTRICT

	Hawthorne Center Fall 1981				Northeast Center Fall 1982			
	Degree Credit		Continuing Education		Degree Credit		Continuing Education	
Establishing a relationship with Harper - How student first heard about Center (cont'd)	N	PCT	N	PCT	N	PCT	N	PCT
Literature at work	1	1.3	3	4.2	1	1.1	0	0
Employed near center	1	1.3	0	0	.33	.3	0	0
At previous college attended	1	1.3	0	0	1	1.1	0	0
Employer suggested	1	1.2	0	0	0	0	0	0
Through employees where student works	0	0	1	1.4	0	0	0	0
Harper area high school co-op career orientation program	0	0	1	1.4	0	0	0	0
Mentioned at conference attended	0	0	0	0	0	0	1	1.5
Establishing a relationship with Harper - What most convinced student to attend Center								
Convenience	28.25	35.7	11.67	16.0	24.17	26.0	20.25	29.8
Specific course available	18.25	23.1	23.17	31.7	21.17	22.7	23.75	34.9
Only location where student could get desired course at the time wanted	16	20.2	10.50	14.4	25.33	27.2	4	5.9
Parents, friends or relatives	4	5.1	14.33	19.6	8.50	9.1	4	5.9
No particular reason	3.5	4.4	4	5.5	5	5.4	2	3.0
Semester schedule received in mail	3.25	4.1	4.83	6.6	5.33	5.7	9.75	14.3
Harper faculty member	2.5	3.2	1.5	2.1	0	0	0	0

CHARACTERISTICS OF STUDENTS ATTENDING CENTER IN NORTHEAST PORTION OF DISTRICT

	Hawthorne Center Fall 1981				Northeast Center Fall 1982			
	Degree Credit		Continuing Education		Degree Credit		Continuing Education	
	N	PCT	N	PCT	N	PCT	N	PCT
Establishing a relationship with Harper - What most convinced student to attend Center (cont'd)								
Literature at work	1	1.3	2	2.7	0	0	0	0
Center facilities were impressive	1	1.3	0	0	0	0	1.25	1.8
Newspaper articles or advertisement	1	1.3	0	0	0	0	0	0
Brochures or letters received in mail	.25	.3	0	0	.5	.5	3	4.4
Employees at work convinced student	0	0	1	1.4	0	0	0	0
Could park close to classrooms	0	0	0	0	3	3.2	0	0
Establishing a relationship with Harper - Source from which student obtained greatest help in finding information about Harper								
College Catalog	38	48.1	18	25.4	34	36.6	12	17.6
Semester Schedule	30	38.0	21	29.6	39	41.9	33	48.5
Brochures	26	32.9	18	25.4	24	25.8	17	25.0
Other students	21	26.6	8	11.3	21	22.6	3	4.4
Find information they need on their own	13	16.5	12	16.9	14	15.1	9	13.2
Counselors at Harper	10	12.7	4	5.6	17	18.3	8	11.8
Faculty	7	8.9	6	8.5	13	14.0	10	14.7
Newspaper releases	7	8.9	9	12.7	8	8.6	2	2.9
Employer or fellow employees	4	5.1	4	5.6	1	1.1	0	0
Admissions Staff	3	3.8	0	0	13	14.0	4	5.9

CHARACTERISTICS OF STUDENTS ATTENDING CENTER IN NORTHEAST PORTION OF DISTRICT

	Hawthorne Center Fall 1981				Northeast Center Fall 1982			
	Degree Credit		Continuing Education		Degree Credit		Continuing Education	
	N	PCT	N	PCT	N	PCT	N	PCT
Establishing a relationship with Harper - Source from which student obtained greatest help in finding information about Harper								
Relatives or Friends	3	3.8	9	12.7	4	4.3	1	1.5
Other Harper staff	2	2.5	6	8.5	4	4.3	2	2.9
Did not receive enough infomration	2	2.5	1	1.4	5	5.4	2	2.9
Classes	2	2.5	1	1.4	0	0	1	1.5
High School counselor	1	1.3	1	1.4	0	0	0	0
Poster on bulletin board	1	1.3	2	2.8	5	5.4	1	1.5
Senior Citizen Center	0	0	2	2.8	0	0	0	0
Computer Terminal	0	0	0	0	1	1.1	0	0
Learning Resources Center	0	0	0	0	1	1.1	0	0
Tutoring Personnel	0	0	0	0	1	1.1	0	0
Harbinger newspaper	0	0	0	0	1	1.1	0	0
Business Office	0	0	0	0	0	0	2	2.9

CHARACTERISTICS OF STUDENTS ATTENDING CENTER IN NORTHEAST PORTION OF DISTRICT

	Hawthorne Center Fall 1981				Northeast Center Fall 1982			
	Degree Credit		Continuing Education		Degree Credit		Continuing Education	
Student Goals	N	PCT	N	PCT	N	PCT	N	PCT
Plans After Leaving Harper								
Continue working at same job	20	25.6	30.84	42.2	18.5	20.1	26	38.8
Transfer to another college	19	24.4	.5	.7	27.5	29.9	7	10.4
Obtain a job	14	17.9	6	8.2	15.5	16.8	1	1.5
Plan to continue to come to Harper off/on	10.5	13.5	15.33	21.0	12.5	13.6	19	28.3
Not sure	8	10.3	6	8.2	3	3.3	4	6.0
Obtain a promotion	5.5	7.0	0	0	15	16.3	2	3.0
Change fields	1	1.3	0	0	0	0	0	0
Become or continue as a homemaker	0	0	10.33	14.1	0	0	6	9.0
Change Jobs	0	0	1	1.4	0	0	0	0
Move	0	0	1	1.4	0	0	1	1.5
Improve their present Business	0	0	1	1.4	0	0	0	0
Continue to enjoy life	0	0	1	1.4	0	0	0	0
Enter Armed Forces	0	0	0	0	0	0	1	1.5
Purpose in enrolling at Harper								
Enroll in a transfer program	15	19.0	0	0	30	32.6	3	4.4
Enroll in a career program	29	36.7	18	26.5	29	31.5	5	7.4
Enroll for retraining purposes	6.33	8.0	11.5	16.9	7	7.6	4.5	6.6
Search for a major field of interest	17.34	21.9	1.5	2.2	10.5	11.4	6	8.8
Take courses for general interest	11.33	14.4	37	54.4	15.5	16.9	49.5	72.8

CHARACTERISTICS OF STUDENTS ATTENDING CENTER IN NORTHEAST PORTION OF DISTRICT

Student Goals (cont'd)	Hawthorne Center Fall 1981 Degree Credit N	Hawthorne Center Fall 1981 Degree Credit PCT	Hawthorne Center Fall 1981 Continuing Education N	Hawthorne Center Fall 1981 Continuing Education PCT	Northeast Center Fall 1982 Degree Credit N	Northeast Center Fall 1982 Degree Credit PCT	Northeast Center Fall 1982 Continuing Education N	Northeast Center Fall 1982 Continuing Education PCT
Length of time student plans to attend Harper								
More than 3 years	11	15.3	10	16.4	21	23.3	11	18.0
Three years	13	18.0	1	1.6	7	7.8	2	3.3
Two years	20	27.8	8	13.1	28	31.1	9	14.7
One year	12	16.7	12	19.7	22	24.5	12	19.7
One Semester	16	22.2	30	49.2	12	13.3	27	44.3
Major field goals								
Have a definite major field which has remained unchanged	39	50.0	16	26.2	42.5	46.7	15	23.8
Have changed major fields since entering Harper	9	11.5	4	6.6	9	9.9	1	1.6
Plan to change major field shortly	2	2.6	2	3.3	.5	.5	4	6.3
Do not need a major field	15.5	19.9	33	54.1	15	16.5	32.5	51.6
Searching for a major field	11	14.1	6	9.8	13	14.3	7.5	11.9
Reverse transfer student entering different curricula at Harper	0	0	0	0	1	1.1		0
Have a Bachelors Degree or higher - starting a new field at Harper	1.5	1.9	3	4.9	10	11.0	3	4.8

CHARACTERISTICS OF STUDENTS ATTENDING CENTER IN NORTHEAST PORTION OF DISTRICT

Student Goals (continued)	Hawthorne Center Fall 1981 Degree Credit N	PCT	Continuing Education N	PCT	Northeast Center Fall 1982 Degree Credit N	PCT	Continuing Education N	PCT
Highest Degree Planned								
None - no degree	13	17.6	50	76.9	18	20.0	43	65.2
Associate Degree	28	37.8	4	6.2	32	35.6	12	18.2
Bachelors Degree	26	35.1	9	13.8	26	28.9	7	10.6
Masters Degree	7	9.5	2	3.1	12	13.3	3	4.5
Doctors Degree	0	0	0	0	2	2.2	1	1.5

CHARACTERISTICS OF STUDENTS ATTENDING CENTER IN NORTHEAST PORTION OF DISTRICT

Evaluation	Hawthorne Center Fall 1981 Degree Credit N	PCT	Continuing Education N	PCT	Northeast Center Fall 1982 Degree Credit N	PCT Aver. Rating*	Continuing Education N	PCT Aver. Rating*
Rating of Facilities								
Cleanliness					93	1.66	64	1.47
Space in Classroom					93	1.49	62	1.37
Student Lounge Environment					91	1.31	45	1.22
Audio visual aids in classroom					67	1.27	31	1.10
Lack of noise in classroom					93	1.25	62	1.37
Temperature					93	1.05	64	1.14
Vending machines					81	1.04	46	.80

* Rating --- 2 = very good 1 = adequate 0 = unsatisfactory

Parking	N	PCT	N	PCT
Never have any trouble finding a parking space near the building	89	95.7	48	70.6
Usually have to park a long distance from the building	3	3.2	13.5	19.8
Sometimes have to drive around the parking lot several times to find a space	1	1.1	5.5	8.1
Sometimes cannot find a parking space and park on the grass or somewhere else	0	0	1	1.5

CHARACTERISTICS OF STUDENTS ATTENDING CENTER IN NORTHEAST PORTION OF DISTRICT

Evaluation (cont'd)	Hawthorne Center Fall 1981 Degree Credit N	Hawthorne Center Fall 1981 Degree Credit PCT	Hawthorne Center Fall 1981 Continuing Education N	Hawthorne Center Fall 1981 Continuing Education PCT	Northeast Center Fall 1982 Degree Credit N	Northeast Center Fall 1982 Degree Credit PCT	Northeast Center Fall 1982 Continuing Education N	Northeast Center Fall 1982 Continuing Education PCT
Use of Child Care Services								
Use it regularly					0	0	1	1.4
Use it when there is space					1	1.1	0	0
Would like to use it, but there is no space					1	1.1	0	0
Have no use for child care services					90	97.8	68	98.6

FALL 1982 ENROLLMENT

Fall '82

FTE at NEC 454.7 FTE ESL was 138.5 FTE

Total FTE - 9370

NEC represents 4.9% of total enrollment
in Fall 1982

ESL represented 30½ PCT of NEC enrollment

HAWTHORNE STUDENT CHARACTERISTICS QUESTIONNAIRE

Please respond to each item by checking (✓) the one most appropriate alternative for each question.

I. DEMOGRAPHIC

1. Sex:

_____ Male _____ Female

2. Marital Status: Check (✓) one.

_____ A. Single
_____ B. Married
_____ C. Divorced
_____ D. Widow or widower

3. Age: Check (✓) one.

_____ A. 16
_____ B. 17
_____ C. 18
_____ D. 19
_____ E. 20
_____ F. 21
_____ G. 22-25
_____ H. 26-30
_____ I. 31-35
_____ J. 36-40
_____ K. 41-45
_____ L. 46-55
_____ M. 56-65
_____ N. Over 65

4. Your present full-time occupation. If retired or inactive, mark previous occupation. Check (✓) one.

_____ A. Managerial or executive (business executive, banker, store manager).
_____ B. Professional (doctor, lawyer, professor, nurse, R.N.).
_____ C. Sales - professional.
_____ D. Semi-professional or technical (programmer, lab technician, secretary).
_____ E. Semi-skilled (machine operator, construction worker, clerk).
_____ F. Skilled trades (electrician, carpenter, plumber).
_____ G. Small business owner or farm owner.
_____ H. Supervisor or public official (office manager, policeman).
_____ I. Unskilled (general laborer, farm laborer).
_____ J. Student, not employed full-time.
_____ K. Homemaker and student.

5. What do you plan to do when you leave Harper? Check (✓) one.

_____ A. Transfer to another educational institution.
_____ B. Obtain a job.
_____ C. Obtain a promotion.
_____ D. Continue on same job as I have now.
_____ E. Become or continue as a homemaker.
_____ F. Don't plan to leave Harper - plan to continue to use Harper off and on over the years for my own personal development.
_____ G. I am not sure.
_____ H. Other (specify) _____

_____

_____

6. Primary ethnic background. Check (✓) one.

_____ A. Asian American/Oriental - of Chinese, Japanese, Korean, Hawaiian, Samoan or Filipino descent.
_____ B. Native American/American Indian descent.
_____ C. Black American/or Afro American descent.
_____ D. Chicano/Mexican American.
_____ E. All other American ethnic minorities, such as Puerto Rican, Cuban, Spanish, or Latin American, etc.
_____ F. White American of European descent.
_____ G. Foreign students who carry F or J visa.
_____ H. Other (specify) _____
_____ I. I prefer not to answer this question.

7. Your total income last year exclusive of parents' income (include spouse if married). Check (✓) one.

_____ A. Less than $5,000
_____ B. $5,001 - $6,999
_____ C. $7,000 - $8,999
_____ D. $9,000 - $9,999
_____ E. $10,000-$11,999
_____ F. $12,000-$14,999
_____ G. $15,000-$19,999
_____ H. $20,000-$24,999
_____ I. $25,000 - $29,999
_____ J. $30,000 - $34,999
_____ K. $35,000 - $39,999
_____ L. $40,000 - $49,999
_____ M. $50,000 - $59,999
_____ N. $60,000 - $69,999
_____ O. $70,000 and over

8. What is the highest educational level you attained prior to attending Harper? Check (✓) one.

_____ A. Some high school.
_____ B. High school graduate.
_____ C. GED equivalency diploma.
_____ D. Technical or business school graduate.
_____ E. Some college.
_____ F. Associate degree -- community college degree.
_____ G. Some hours beyond associate degree.
_____ H. Three year nursing degree.
_____ I. Bachelor's degree (B.A. or B.S.)
_____ J. Master's degree.
_____ K. Ph.D. or Ed.D - doctorate.

II. FAMILY INFORMATION

1. Which language is most used at home? Check (✓) one.

_____ A. English
_____ B. Spanish
_____ C. An American Indian language
_____ D. German
_____ E. Italian
_____ F. Polish
_____ G. Ukrainian
_____ H. French
_____ I. Greek
_____ J. Japanese
_____ K. Chinese
_____ L. Vietnamese, Cambodian, Thai, or Laotian
_____ M. Korean
_____ N. Hindu
_____ O. Filipino
_____ P. A Scandanavian language
_____ Q. Persian-Turkish
_____ R. Hungarian
_____ S. Other (specify) _____

2. What age children do you have? Check (✓) all which apply.

_____ A. Have no children.
_____ B. Have pre-schoolers at home.
_____ C. Have school age children at home.
_____ D. Have post high school children at home.
_____ E. Have children who have left home.

3. Are you financially independent (less than $600 from parents and not listed as income tax dependent)? Check (✓) one.

_____ A. Yes - live away from parents.
_____ B. No - live with parents.
_____ C. Yes, but live with parents and pay for room and board and all other expenses.

4. To plan financial aid programs for entering students, colleges need to know the financial background of their students. If your parents still claim you as a dependent, please estimate as accurately as possible your parents' income before taxes. (Leave blank if considered confidential or if you do not know or if you are financially independent of parents). Check (✓) one.

_____ A. Less than $5,000
_____ B. $5,001 to $8,999
_____ C. $9,000 to $12,999
_____ D. $13,000 to $16,999
_____ E. $17,000 to $20,999
_____ F. $21,000 to $24,999
_____ G. $25,000 to $29,999
_____ H. $30,000 to $34,999
_____ I. $35,000 to $39,999
_____ J. $40,000 to $49,999
_____ K. $50,000 to $59,999
_____ L. $60,000 to $69,999
_____ M. $70,000 and over

III. ESTABLISHING A RELATIONSHIP WITH HARPER - HAWTHORNE CENTER

1. How did you first hear about Hawthorne? Check (✓) one.

_____ A. Parents, friends, or relatives.
_____ B. Literature at the high school.
_____ C. Literature at work.
_____ D. High school counselor.
_____ E. Saw Hawthorne or live close by.
_____ F. Newspaper articles or advertising.
_____ G. Semester schedule received from Harper in the mail.
_____ H. Harper area high school cooperative career orientation program.
_____ I. When I registered.
_____ J. Visit by Harper representative to my high school.
_____ K. Heard about Harper through employees where I work.
_____ L. Talked to Harper counselor or faculty.
_____ M. Real estate agent.
_____ N. Welcome Wagon.
_____ O. Wanted specific program - found Harper had it at Hawthorne.
_____ P. Brochures or letters received from Harper in mail.
_____ Q. Senior Citizen Center.
_____ R. Employed near Hawthorne.
_____ S. Saw or toured Harper van.
_____ T. Saw or visited display at shopping center.
_____ U. Heard about Harper at college I attended before.
_____ V. Other (specify)_____

_____

2. What or who most convinced you to first attend Harper at Hawthorne? Check (✓) one.

_____ A. Parents, friends, or relatives.
_____ B. Literature at work.
_____ C. The fact that it is so convenient to get to.
_____ D. Semester schedule received from Harper in the mail.
_____ E. The facilities at Hawthorne impressed me.
_____ F. Newspaper articles or advertisements.
_____ G. The fact that I could get the specific program or course(s) which I wanted.
_____ H. No particular reason.
_____ I. Brochures or letters received from Harper in mail.
_____ J. Employees at work convinced me.
_____ K. Hawthorne was the only location where I could get the course(s) I wanted at the time I wanted.
_____ L. Other (specify)_____

_____

IV. GOALS AT HARPER

1. Which of the following best indicates why you enrolled at Harper? Check (✓) one.

_____ A. To enroll in a baccalaureate oriented program in order to transfer to a four-year college (specify field) _____

_____ B. To enroll in a specific career program (specify) _____

_____ C. To search for a major field of interest.
_____ D. To take courses for general interest.
_____ E. For retraining or refresher purposes.

2. _____ Full-time student (12 hours or more) _____ Part-time student.

3. Where were your Harper classes held in the spring? Check (✓) one.

_____ A. At Hawthorne only.
_____ B. Both at Hawthorne and the main campus.
_____ C. Both at Hawthorne and another location.

4. Please indicate how long you presently plan on attending Harper College? Check (✓) one.

_____ A. More than three years.
_____ B. Three years.
_____ C. Two years.
_____ D. One year.
_____ E. Just one semester.

5. Which of the following statements applies to you? Check (✓) one.

_____ A. I have a definite major field which has remained unchanged since entering Harper.
_____ B. I have changed fields since entering Harper.
_____ C. I plan to change my major field in the near future.
_____ D. I do not have a major field of study and do not need one presently.
_____ E. I am searching for a field.
_____ F. I am a transfer student and am entering a different curriculum at Harper.
_____ G. I have a bachelor's degree or higher and am starting a new program at Harper.

6. Highest degree planned. Check (✓) one.

_____ A. None - no degree.
_____ B. Associate - community college degree.
_____ C. Bachelor's (B.A. or B.S.)
_____ D. Master's (M.A. or M.S.)
_____ E. PhD. or Ed.D

7. As a student, from what source do you receive the greatest help in obtaining information you need to know about Harper College? Check (✓) all which apply.

_____ A. Faculty.
_____ B. Other Harper staff.
_____ C. Counselors at Harper.
_____ D. Brochures.
_____ E. College catalogue.
_____ F. Other students.
_____ G. Newspaper releases.
_____ H. Semester schedule.
_____ I. Employer or fellow workers.
_____ J. Find information I need on my own.
_____ K. Admissions office.
_____ L. Relatives or friends.
_____ M. Posters or bulletin board.
_____ N. High school counselor.
_____ O. Career development courses or college survival course.
_____ P. Senior Citizen Center.
_____ Q. Didn't receive enough information.
_____ R. Business office.
_____ S. Financial Aids office
_____ T. Computer terminal
_____ U. Learning Resources Center (library)
_____ V. Other (specify)_____

NORTHEAST CENTER STUDENT CHARACTERISTICS QUESTIONNAIRE

Please respond to each item by checking (✓) the one most appropriate alternative for each question.

I. DEMOGRAPHIC

1. Sex:

_____ Male _____ Female

2. Marital Status: Check (✓) one

_____ A. Single
_____ B. Married
_____ C. Divorced
_____ D. Widow or Widower

3. Age: Check (✓) one

_____ A. 16
_____ B. 17
_____ C. 18
_____ D. 19
_____ E. 20
_____ F. 21
_____ G. 22-25
_____ H. 26-30
_____ I. 31-35
_____ J. 36-40
_____ K. 41-45
_____ L. 46-55
_____ M. 56-65
_____ N. Over 65

4. Your present full-time occupation. If retired or inactive, mark previous occupation. Check (✓) one

_____ A. Managerial or executive (business executive, banker, store manager)
_____ B. Professional (doctor, lawyer, professor, nurse, R.N.)
_____ C. Sales - Professional
_____ D. Semi-professional or technical (programmer, lab technician, secretary)
_____ E. Semi-skilled (machine operator, construction worker, clerk)
_____ F. Skilled trades (electrician, carpenter, plumber)
_____ G. Small business owner or farm owner.
_____ H. Supervisor or public official (office manager, policeman)
_____ I. Unskilled (general laborer, farm laborer)
_____ J. Student, not employed full-time
_____ K. Homemaker and student

5. What do you plan to do when you leave Harper? Check (✓) one

_____ A. Transfer to another educational institution
_____ B. Obtain a job
_____ C. Obtain a promotion
_____ D. Continue on same job as I have now
_____ E. Become or continue as a homemaker
_____ F. Don't plan to leave Harper - plan to continue to use Harper off and on over the years for my own personal development
_____ G. I am not sure
_____ H. Other (specify)_____

_____

_____

6. Primary ethnic background - Check (✓) one

_____ A. Asian American/Oriental - of Chinese, Japanese, Korean, Hawaiian, Samoan or Filipino descent
_____ B. Native American/American Indian descent
_____ C. Black American/or Afro American descent
_____ D. Chicano/Mexican American
_____ E. All other American ethnic minorities, such as Puerto Rican, Cuban, Spanish, or Latin American, etc.
_____ F. White American of European descent
_____ G. Foreign students who carry F or J visa
_____ H. Other (specify)_____
_____ I. I prefer not to answer this question

7. Your total income last year exclusive of parents' income (include spouse if married) Check (✓) one

_____ A. Less than $5,000
_____ B. $5,001 - $6,999
_____ C. $7,000 - $8,999
_____ D. $9,000 - $9,999
_____ E. $10,000-$11,999
_____ F. $12,000-$14,999
_____ G. $15,000-$19,999
_____ H. $20,000-$24,999
_____ I. $25,000 - $29,999
_____ J. $30,000 - $34,999
_____ K. $35,000 - $39,999
_____ L. $40,000 - $49,999
_____ M. $50,000 - $59,999
_____ N. $60,000 - $69,999
_____ O. $70,000 and over

8. What is the highest educational level you attained prior to attending Harper? Check (✓) one

_____ A. Some high school
_____ B. High school graduate
_____ C. GED equivalency diploma
_____ D. Technical or business school graduate
_____ E. Some college
_____ F. Associate degree -- community college degree
_____ G. Some hours beyond associate degree
_____ H. Three year nursing degree
_____ I. Bachelor's degree (B.A. or B.S.)
_____ J. Master's degree
_____ K. Ph.D. or Ed.D - Doctorate

9. How far do you live from the Northeast Center? Check (✓) one.

_____ A. Less than 1 mile away
_____ B. 1 to 2 miles away
_____ C. 2 to 3 miles away
_____ D. 3 to 4 miles away
_____ E. 4 to 5 miles away
_____ F. 5 to 7 miles away
_____ G. 7 to 10 miles away
_____ H. 10 to 15 miles away
_____ I. Over 15 miles away

10. Where is the location of your employment in relationship to your residence? Check (✓) one.

_____ A. Location of employment is closer to the Northeast Center than my residence.
_____ B. They are both about the same distance away.
_____ C. Location of employment is farther away from the Northeast Center than my residence.
_____ D. I am not employed.

11. Where is your residence?

_____ A. In Harper College's district
_____ B. In Oakton College's district
_____ C. In College of Lake County's district
_____ D. Other (Specify) _____
_____
_____
_____

12. Is this your first semester at Harper? Check (✓) one.

_____ A. Yes

_____ B. No, I have attended Harper previously.

II. FAMILY INFORMATION

1. Which language is most used at home? Check (✓) one

_____ A. English
_____ B. Spanish
_____ C. An American Indian Language
_____ D. German
_____ E. Italian
_____ F. Polish
_____ G. Ukrainian
_____ H. French
_____ I. A Scandanavian
_____ J. Persian-Turkish
_____ K. Chinese
_____ L. Vietnamese, Thai Cambodian or Laotian
_____ M. Korean
_____ N. Hindu
_____ O. Filipino
_____ P. Greek
_____ Q. Japanese
_____ R. Hungarian
_____ S. Other
_____
_____

2. What age children do you have? Check (✓) all which apply.

_____ A. Have no children
_____ B. Have pre-schoolers at home
_____ C. Have school age children at home
_____ D. Have post high school children at home
_____ E. Have children who have left home

3. Are you financially independent (less than $600 from parents and not listed as income tax dependent)? Check (✓) one

_____ A. Yes - live away from parents
_____ B. No - live with parents
_____ C. Yes, but live with parents and pay for room and board and all other expenses.

4. To plan financial aid programs for entering students, colleges need to know the financial background of their students. If your parents still claim you as a dependent, please estimate as accurately as possible your parents' income before taxes. (Leave blank if considered confidential or if you do not know or if you are financially independent of parents). Check (✓) one.

_____ A. Less than $5,000
_____ B. $5,001 to $8,999
_____ C. $9,000 to $12,999
_____ D. $13,000 to $16,999
_____ E. $17,000 to $20,999
_____ F. $21,000 to $24,999
_____ G. $25,000 to $29,999
_____ H. $30,000 to $34,999
_____ I. $35,000 to $39,999
_____ J. $40,000 to $49,999
_____ K. $50,000 to $59,999
_____ L. $60,000 to $69,999
_____ M. $70,000 and over

III. ESTABLISHING A RELATIONSHIP WITH HARPER -- NORTHEAST CENTER

1. How did you first hear about the Northeast Center? Check (✓) one.

_____ A. Parents, friends, or relatives
_____ B. Literature at the high school
_____ C. Literature at work
_____ D. High school counselor
_____ E. Saw Northeast Center or live close by
_____ F. Newspaper articles or advertising
_____ G. Semester schedule received from Harper in the mail
_____ H. Harper area high school cooperative career orientation program
_____ I. When I registered
_____ J. Visit by Harper representative to my high school
_____ K. Heard about Harper through employees where I work
_____ L. Talked to Harper counselor or faculty.
_____ M. Real estate agent.
_____ N. Welcome Wagon
_____ O. Wanted specific program - found Harper had it at Northeast Center
_____ P. Brochures or letters received from Harper in mail
_____ Q. Senior Citizen Center
_____ R. Employed near Northeast Center
_____ S. Saw or visited display at shopping center
_____ T. Saw or toured Harper van
_____ U. Heard about Harper at college I attended before
_____ V. Other (specify)_____
_____
_____

2. What or who most convinced you to first attend Harper at the Northeast Center? Check (✓) one.

_____ A. Parents, friends, or relatives
_____ B. Literature at work
_____ C. The fact that it is so convenient to get to from my home
_____ D. The fact that it is so convenient to get to from my place of employment
_____ E. Semester schedule received from Harper in the mail
_____ F. The facilities at the Northeast Center impressed me
_____ G. Newspaper articles or advertisements
_____ H. The fact that I could get the specific program or course(s) which I wanted
_____ I. No particular reason
_____ J. Brochures or letters received from Harper in mail
_____ K. Employees at work convinced me
_____ L. Northeast Center was the only location where I could get the course(s) I wanted at the time I wanted.
_____ M. Other (specify)_____
_____
_____
_____

IV. GOALS AT HARPER

1. Which of the following best indicates why you enrolled at Harper?
Check (✓) one

_____ A. To enroll in a baccalaureate oriented program in order to transfer to a four-year college (specify field) _____

_____ B. To enroll in a specific career program (specify) _____

_____ C. To search for a major field of interest
_____ D. To take courses for general interest
_____ E. For retraining or refresher purposes

2. _____ Full-time student (12 hours or more) _____ Part-time student

3. Where were your Harper classes held in the fall of 1982?
Check (✓) one

_____ A. At Northeast Center only
_____ B. Both at Northeast Center and the main campus
_____ C. Both at Northeast Center and another location

4. Please indicate how long you presently plan to attend Harper College?
Check (✓) one

_____ A. More than three years
_____ B. Three years
_____ C. Two years
_____ D. One year
_____ E. Just one semester

5. Which of the following statements applies to you?
Check (✓) one

_____ A. I have a definite major field which has remained unchanged since entering Harper.
_____ B. I have changed fields since entering Harper.
_____ C. I plan to change my major field in the near future.
_____ D. I do not have a major field of study and do not need one presently.
_____ E. I am searching for a field.
_____ F. I am a transfer student and am entering a different curriculum at Harper.
_____ G. I have a Bachelor's degree or higher and am starting a new program at Harper.

6. Highest degree planned -- Check (✓) one

_____ A. None - no degree
_____ B. Associate - Community College Degree
_____ C. Bachelor's (B.A. or B.S.)
_____ D. Master's (M.A. or M.S.)
_____ E. Ph.D. or Ed.D

V. EVALUATION OF THE CENTER

1. As a student, from what source do you receive the greatest help in obtaining information you need to know about Harper College? Check (✓) all which apply.

_____ A. Faculty
_____ B. Other Harper Staff
_____ C. Counselors at Harper
_____ D. Brochures
_____ E. College catalog
_____ F. Other students
_____ G. Newspaper releases
_____ H. Semester schedule
_____ I. Employer or fellow workers
_____ J. Find information I need on my own
_____ K. Admissions office
_____ L. Relatives or friends
_____ M. Posters or bulletin board
_____ N. High school counselor
_____ O. Career development courses or college survival course
_____ P. Senior Citizen Center
_____ Q. Didn't receive enough information
_____ R. Business office
_____ S. Financial Aids office
_____ T. Computer terminal
_____ U. Learning Resources Center (Library)
_____ V. Other (specify)_____
_____
_____
_____

2. How would you rate the facilities. Check (✓) one column for each item.

	Very Good	Adequate	Unsatisfactory
Student Lounge Environment	____	____	____
Audio Visual Aids used in class	____	____	____
Space in Classroom	____	____	____
Temperature	____	____	____
Cleanliness	____	____	____
Lack of Noise in Classroom	____	____	____
Vending Machines	____	____	____

3. How would you describe the parking at the Northeast Center? Check (✓) one.

_____ A. I never have any trouble finding a parking space near the building.
_____ B. I can find a parking space, but it is usually a long distance from the building.
_____ C. I some times have to drive around in the lot several times to find a parking space.
_____ D. I some times cannot find a parking space in the Northeast Center lot and either park on the grass or park somewhere else.

4. Do you ever use the Child Care Services at the Northeast Center? Check (✓) one

_____ A. Yes
_____ B. I use it when there is space.
_____ C. I would like to but there is no space for my child when I need it.
_____ D. No, I don't need child care services.

5. If you use the Child Care Services, how would you rate it?

_____ A. Very Good
_____ B. Adequate
_____ C. Unsatisfactory (explain why) _____

6. List any additional courses or services not offered now that you would like to see offered at the Northeast Center.

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